

New College  
P-COMM 3342: Training and Development

**This syllabus is representative of the syllabi for this course.  
Contents may vary from semester to semester.**

**P-COMM 3312** meets Monday evenings, 6:50 until 9:40 on campus in the Ragsdale Ctr, room 338 on 03/30, 04/06, 04/13, 04/20, 04/27, and 05/04.

**Instructor:** Dr. David C. Trott

**Office Hours:** Monday afternoons from 4:00 – 5:30 at St. Edward’s University, Holy Cross Hall, Rm 322. Other times by appointment.

**Telephone:** On-campus at (512) 448-8736. In case of an emergency, students may contact the instructor at (512) 288-3095.

**E-Mail:** Electronic messages can be sent to – [davidt@admin.stedwards.edu](mailto:davidt@admin.stedwards.edu)

**Required Textbooks:** Kirkpatrick, Donald. *Evaluating Training Programs*. Berkeley, CA: Berrett-Koehler Publishers, Inc., 1998.

Carnavale, Anthony, Gainer, Leila J., & Meltzer Ann S. *Workplace Basics Training Manual: Best Practice Series: Training for a Changing Work Force*. San Francisco, CA: Jossey-Bass, Inc. Publishers, 1990.

Hodell, Chuck. *Basics of Instructional Systems Development*. Alexandria, VA: ASTD Press, 2004.

**Course Description**

Leaders and managers at all organizational levels must inform employees as to what they are expected to do and how they are expected to perform. This course focuses on providing a practical guide to the dimensions of training and development programs for adult learners. Students will receive a well-grounded background in both the theoretical and practical elements of training and development by: 1). Understanding the principles of adult learning, 2). Explaining the instructional system development process from needs analysis through evaluation, 3). Design and present a 45 minute training simulation, and 4). Create a stand-alone instructional module.

**Objectives.** Students completing this course will:

- ✓ Explain the role of training in the strategic planning process.
- ✓ Describe the step-by-step process of developing an actual training package.
- ✓ Develop learning objectives.
- ✓ Develop appropriate evaluative criteria/assessment rubrics.
- ✓ Design, deliver and evaluate a comprehensive, stand-alone Training Instructional Module.
- ✓ Identify special training topics and explain their importance.
- ✓ Create an piece of original artwork to depict a training and development concept, theory or model.

### **Attendance Policy**

Regular, timely attendance is expected of all students. Students should confer with the instructor about extenuating circumstances, but more than one absence will result in withdrawal from the course or a failing grade. Depending on the timing within the semester, the withdrawal may appear on the transcript as "W" (withdrawal) or "WA" (withdrawal due to absences and instructor originated). The student shouldn't assume that the instructor would automatically submit a withdrawal notice. The student is responsible for making certain that the formal withdrawal process has been completed through a New College Academic Advisor. If institutional withdrawal deadlines have passed, an "F" will be assigned and will be computed into the Grade Point Average (GPA).

### **Special Circumstances**

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible. You will first need to provide documentation of your disability to the Student Disability Services Office located in Moody Hall 155 in Academic Planning and Support.

### **Academic Integrity**

Students are expected to maintain high standards of academic integrity in all work for this course. Dishonesty in any work may result in a grade of F for the course. Plagiarism is a form of academic dishonesty that may result in the same penalty. In cases of mitigating circumstances, the instructor may assign a lesser penalty. Once a grade of F has been assigned on the basis of academic dishonesty, the student may not withdraw from the course.

### **Policy on Incompletes**

The grade of I (Incomplete) is given at the sole discretion of the instructor and in recognition of the fact that an *exceptional circumstance* has prevented a student, who has completed the major part of the work in the course, from completing all the work in that course. Exceptional circumstances do not include situations that can be considered a normal part of living such as adjusting to work schedules, compensating for transportation difficulties, etc.

## Computer Competencies

Students who entered SEU Fall '99 or later, need to demonstrate computer competencies in 6 areas as a requirement for graduation. On-line tutorials and short workshops will prepare you for the on-line tests you need to take. St. Ed's has been a leader in establishing these competencies, which were part of our last accreditation plan and designed to help you learn the skills you need for your courses and for the workplace. See [http://www.stedwards.edu/it\\_dept/competency/](http://www.stedwards.edu/it_dept/competency/) or look for Computer Competencies on the SEU website site map.

### **Assignments for the Course:**

- 35% Team: 45 minute Training Simulation
- 20% Ind.: Original Artwork Assignment (See Addendum: *Artwork as Metaphors for Meaning*)
- 35% Ind.: Stand-Alone Training Instructional Module
- 10% Attendance/Participation

### **Grading for the Course:**

The purpose of a grade is to represent the degree to which a student has mastered course content and demonstrated an ability to work intelligently and creatively with the material.

A = 90 - 100 points (represents excellent achievement)

B = 80 - 89 points (represents good achievement)

C = 70 - 79 points (represents acceptable achievement)

D = 60 - 69 points (represents poor achievement)

F = less than 60 points (represents that a student failed to demonstrate sufficient mastery of the material to receive course credit)

### **Artwork as a Metaphor for Meaning:**

Students will create and interpret an original work of art (visual, musical, or poetry) that symbolizes an important training and development concept, theory, and/or model.

Based on the methodology of Dr. Joel A. Ryman from The University of North Carolina at Wilmington, this “art project requires students to engage in a mode of information processing [metaphorical thinking] not typically required by traditional coursework.”

Excerpted from:

### **DISCIPLINED IMAGINATION: ART AND ANALOGICAL REASONING IN THE MANAGEMENT CLASSROOM**

Joel A. Ryman  
The University of North Carolina at Wilmington  
601 South College Road  
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*“The challenge facing modern managers is to become accomplished in the art of using metaphor to find new ways of seeing, understanding and shaping their decisions” (Morgan, 1986)*

Maturation, globalization, as well as rapid, dramatic changes in technology have created increasingly turbulent environments. Organizations have often become large, complex, and difficult to manage. Surviving in this environment requires effective strategic management. Effective strategic management requires effective strategic thinking.

An important question to ask may be: Are business schools teaching students to become effective strategic thinkers? To be effective, strategic thinking must match in complexity and sophistication the complexity of the realities around us. Morgan (1986) argues that thinking must be critical and must enable us to understand the multiple relevant perspectives, grasp the multiple meanings of situations and allow us to manage the contradiction and paradox. Effective strategic thinking actively seeks various perspectives. By seeking a number of different perspectives, we are freed from “favored ways of thinking” and are then able to unleash our power and creativity (Morgan, 1986).

### **Metaphorical Thinking: Using Art to Depict Concepts**

**Description:** Create a piece of art that you believe provides a depiction or representation of training and development concepts, theories, processes, and/or applications. For the purposes of this assignment, art is defined as a symbolic representation of your ideas, emotions, or thought that are intended to convey a similar meaning to another person.

**Purpose of the Assignment:** Creativity is a very important quality of organizational leadership. The goal of this exercise is to encourage you to think creatively and metaphorically about the special challenges that greet you everyday at work.

#### **Assignment Guidelines:**

Art Categories: your art work can be from one of the following categories:

- Visual – This category includes painting, sketches and sculpture. This type of artwork should utilize symbolic representation of the intended concept – use of existing models and/or words are not allowed.
- Music – If this category is selected, the artist must write and perform (on tape/CD is fine) an original musical score.
- Performance Art/Dance – The artist must write/choreograph and perform (video is fine) an original performance.

**Training and Development Content:** Your artwork must pertain to one of more of any concept and/or theory presented in the course (lecture and/or textbooks).

#### **Evaluation:**

Your project will be evaluated on four factors.

- Does the artwork convey a training and development concept? The key to success here will be how persuasive you can be in your written summary/explanation of what the art is intended to represent.
- Depth of thought - Stronger projects will demonstrate unique insights or meaningful conceptualization of important training and development concepts.
- Effort and/or creativity
- Explain in your written work exactly how and why your artwork represents your intended training and development concept. (2 - 3 paragraphs in length).